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ABSTRACT

This catalog presents 40 of the optional educational programs developed in New York State that accommodate factors such as student needs, parental preferences, and teacher interests. The catalog includes guidelines for establishing alternative learning programs and a request for information from other New York schools that have established such a program. (Photographs may reproduce poorly.) (Author/MLF)

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A Catalog of
OPTIONAL LEARNING ENVIRONMENTS
in New York State Schools

EA 006 187

The University of the State of New York
The State Education Department
Albany, New York 12224

May 1974

THE UNIVERSITY OF THE STATE OF NEW YORK

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(with years when terms expire)

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"Surely, one of the ways for educators to be 'humanistic' is to recognize the diversity of talents among our students and to offer the diversity of programs which will accommodate individual needs."

Optional Learning Environments, Ewald Nyquist, Liberty, New York, October 7, 1973.

Today's young people mature earlier, are better prepared academically and are more sophisticated than the youth of previous generations. Physiological comparisons show that youngsters in this country attain full growth sooner and reach puberty considerably earlier than their counterparts of 50 years ago. It is generally accepted that today's teen-aged student is more than one grade ahead of his parents in academic achievement at the same age.

There are many reasons for this. Teachers have more formal training; better quality textbooks and study guides are now available along with inexpensive paperback books; cultural events are offered more frequently and more conveniently; and the introduction of instructional technology has given students new opportunities to reinforce what they have been studying in class. These changes have been accompanied by new forms of learning experiences outside the classroom, such as summer camp programs oriented to the arts and languages, plus influences like travel and television.

Despite all the changes in how and where people learn, however, the educational structure remains basically the same.

We know that there must be more fundamental shifts in the character of education in order to help young people deal with the kind of world in which they will be living. Knowledge is increasing at an enormous rate, so the mere acquisition of knowledge can no longer be a major objective of education. Learning how to learn must become the priority...learning how to live comfortably with change -- changing environments, changing locations and changing values...learning how to discover and value the worth of others without being disturbed by differences in background, cultural patterns and values.

This means that students must be helped to evolve their own curriculums out of their own experiences so that learning becomes a personal, self-regenerating process; that teachers must support the expanding capacity of each individual learner, that the educational system must become more a system for organizing and delivering the supporting help, rather than an institution through which the student is "processed."

Such a system will be geared to support human development throughout life. It will permit continuous interchange of resources. It will have methods which reward imagination and fresh thinking. It will have the tools for anticipating future needs in time to respond to them. And it will focus on using the community and all its resources as the context in which learning takes place and schools become more humane institutions.

Optional educational programs are evolving as an extension of the redesign concept. Members of the State Education Department staff in cooperation with their colleagues in regional offices will engage in a major effort to seek and identify exemplary optional educational programs in all parts of the State. They will search for new and viable alternative programs and assist in their development by providing supportive services and small amounts of funding. A continuing program of dissemination will be organized to describe the programs which are distinguished by their quality and their successful impact on students. These optional educational programs will relate to all phases of education, including curriculum development, instruction, administration, and exemplary business procedures and program finance.

This catalog presents 40 of the optional programs identified through this survey. Each program described has been visited by members of the Department staff. We shall continue to identify and visit

additional alternative programs and we shall make them known to you periodically, after the issuance of this first catalog.

Schools are invited to inform us about their optional learning environment programs. A form is provided for this purpose on page ' of this catalog.

For the most part, I consider the growth of alternative schools a healthy phenomenon. An educational system that seeks to permit every individual to achieve at his maximum potential must provide multiple options. Choices must be available to accommodate a wide variety of factors: student needs, parental preferences and teacher interests. These schools are widening the options by responding to community aspirations. They are responsive to change. They help develop individual talent and uniqueness. And they are basically free of bureaucratic constraints.

In New York State, the number and variety of existing alternative learning patterns reflect local initiative and a willingness to experiment, as well as strong encouragement from the State and its willingness to provide leadership with imaginative use of otherwise restraining normal regulatory requirements. The movement toward diversity is a natural response to the demands of the times, and there is ample authority delegated to individual school officials to permit the introduction of many options.

As optional learning programs develop, the following guidelines should be kept in mind:

1. A proposed alternative school or program must satisfy all statutory requirements in regard to such areas as staffing, facilities, pupil attendance and accounting, and the length of the school day and school year.
2. The proposal must clearly show whether requirements established by Commissioner's Regulations or Regents Rules would not be satisfied. Requests to waive such requirements would have to be approved before the program is initiated.
3. There will have to be a well-defined statement of what the experiment is intended to accomplish, including the proposed duration, staffing arrangements, criteria for selecting students, how it differs from the regular program, and a description of the facilities to be used.
4. There must be a plan for evaluation in order to assure continuous progress toward the stated objectives and for determining whether an experimental program should be continued as an option within the regular program.
5. The Board of Education will have to approve the experiment in a public meeting after it has been recommended by the chief school officer. The Board will also have to indicate that it will provide the necessary support for the proposed duration of the program.

I am satisfied that these guidelines will not inhibit innovation at the local level. Rather, they should encourage the only valid kind of educational reform—that which is planned, implemented and assessed by those who live with it.

I urge you to give thoughtful consideration to ways in which you might develop the kinds of optional learning environments that will best serve young people in your schools. You will not all travel the same path, nor should you. The successful impact of your emerging efforts will grow from your good planning and responsible statesmanship.

Ewald B. Nyquist

Ewald Nyquist
President of the University and
Commissioner of Education

FOREWORD

This catalog has been published to inform schools about current trends in designing educational options in New York State. Many schools are developing optional learning environments with important impact on the learning process. If your school has developed an optional learning environment, with multiplier potential, we would like to receive information about it. The form on page of this catalog has been prepared for your use in sending us such information. Photographic essays are also desired.

All programs described in this catalog have been visited by members of the Education Department staff. The catalog contains a representative sampling of programs drawn from the Statewide survey.

The catalog was prepared through the cooperative efforts of the Divisions of School Supervision, Curriculum Development, the Humanities and the Arts, Statistical Services, and the Division of Publications.

A preliminary listing of alternative schools and a guideline statement were prepared in 1973 by Gordon E. Van Hooft, Director, Division of Curriculum Development. A questionnaire was designed by personnel in the New Jersey Department of Education in consultation with the Division of Statistical Services for use in a survey of alternatives as part of a multi-state project. A Department Task Force, working with Vivienne Anderson, then Director of the Division of the Humanities and the Arts, analyzed the survey reports and recommended visitation of the schools included in this catalog. Members of the Task Force included John Bush, Supervisor of Secondary Supervision; Leroy Negus, Associate in Mathematics Education; John Quatraro, Associate in Music Education; and Kenneth Wade, Associate in Social Studies Education

Robert Johnstone, Chief, Bureau of Elementary Curriculum Development and Dorothy Foley and Peter Martin, Associates in Elementary Curriculum Development, provided information in elementary school programs that had viable alternatives to traditional instruction.

School visits were made by the following staff members of the Bureaus of Elementary and Secondary School Supervision, under the direction of Anthony E. Terino, Acting Director of the Division of School Supervision: Ronald P. Daly, Chief, Bureau of Elementary School Supervision; John J. Bardin, William K. Flynn, and Edward R. Leonard, Supervisors of Elementary Education; Albert F. Merz, Acting Chief, Bureau of Secondary School Supervision; John E. Bush, John J. Coffey, and Robert G. MacGregor, Supervisors of Secondary Supervision.

John W. Gleason, Supervisor of Secondary Education, Office of Urban School Services, provided the descriptions of optional learning environment programs in the New York City Schools, following his visits to those schools. Photographs of the New York City Schools were provided to Mr. Gleason by the coordinators of the alternative schools. Photographs of the Westchester and Albany County schools were made by Richard Manning, Photographer for the Audiovisual Services Center.

The format and design of the catalog and cover are the work of James Gilliland, Associate in the Bureau of Art Education.

Dr. Terino reviewed the catalog entries and edited their content. Robert Zimmerman, Associate in Secondary Curriculum Development, drew the materials and illustrations together and prepared the manuscript for publication.

Personal visits to the schools described in this catalog may be arranged through the contact person. Such visits will enable you to observe student involvement; teaching roles; utilization of media and materials; use of paraprofessionals and community leaders; and student involvement in community institutions.

Special thanks are extended to the principals, teachers, and students in the alternative schools who made the visitations a pleasurable expereince and who made the production of this catalog possible. It is our hope that many more schools will inform the Department about their optional learning programs. Future efforts will be made to disseminate this information on a Statewide basis.

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BUILD Academy
Buffalo Public Schools
342 Clifton Street
Buffalo, New York 14204

Contact person - Ms. Johnnie Mayo, Principal
Phone number - (716) 852-3033

Program Description

BUILD Academy tries to insure strong, effective parental and community participation in the educational decision-making process. Through learning centers and individualized instruction, it attempts to develop an educational environment where learning is exciting. Children are helped to develop positive feelings about themselves and their culture. The school utilizes the talents of teacher aides and parent volunteers and provides laboratory training for prospective teachers.

The 574 pupils range in age from three to twelve years of age and are enrolled in Pre-kindergarten through grade six. The school day is 5-1/4 hours long and school is in session for 184 days.

Learning Centers and Individualized Instruction are integral parts of the program.

Program Comparison

BUILD Academy differs from the other elementary schools in the Buffalo City School District in that all the pupils have opted to attend. Only those selected by lottery are assigned to the Academy. The school is now fully operative with a current waiting list of 274.

Pupils are from at least thirty different areas and attendance zones. Almost 85 percent of the children are bussed. Learning centers and individualized instruction are integral factors of the program while the Responsive Environment approach is the basic method of instruction.

Pupil Selection Procedure

The children must be between three and twelve years of age. Youngsters may reside in any part of the city. They are selected by lot with siblings receiving first consideration for admission.

Program Plan

Students and parents participate fully in the planning and implementation of the program. The governing body, the Policy Board, is composed of 18 representatives, nine of whom are parents. This board recommends the method of instruction and is involved with staff in-service training designed to implement the program. Children have an important role in the school evaluation and have made many helpful suggestions for program improvement.

Resources

BUILD Academy is supported by the Buffalo City School District, with no additional funds allocated. Some monies have been received from the Model Cities Program.

Campus Laboratory School
State University of New York
College at Cortland
Cortland, New York 13045

Contact person - Thomas F. Toomey, Principal
Phone number - (607) 753-2011

Program Description

The Campus School, State University College at Cortland, initiated the "Quest for an Alternative" program as the "raison d'etre" for the 1970's. The program is based on the assumption that personalized education, stressing the importance and uniqueness of each individual, is essential to the age in which we live.

The Campus School is organized with the early childhood unit encompassing ages 3-6, the primary unit ages 6-8, and the intermediate unit ages 9-11. Children in the primary and intermediate units have a 1-1/2 hour time block for daily instruction in language arts, reading, and mathematics. The remaining 4-1/2 hours of the school day belong to the child in the sense that he makes decisions as to what areas of instruction he will pursue. The interest area offerings include: art, creative language arts, health, home economics, industrial arts, instrumental music, movement education, personal guidance, photography, physical education, science, social studies, Spanish, and vocal music. Many interest areas are sponsored by parents and other members of the school community. The children schedule themselves weekly with the help and guidance of their family room teacher.

Program Comparison

The Campus Laboratory School provides undergraduates with an opportunity to participate in a viable alternative to traditional educational programs and to gain firsthand experience in the process of change and innovation. The experience and preservice that teachers acquire in the program enhance their potential effectiveness as teachers.

Pupil Selection Procedure

Applications are made by parents. The children are selected by a lottery system with no preference given to siblings or children of college personnel.

Program Plan

The steering committee for Quest is made up equally of parents, teachers, and professional educators from area colleges and universities.

Resources

Recognizing the gap between potential and practice, the Campus School attempts to translate the theory of openness into reality. The College's Center for Research and Demonstration serves as the basic agency for the evaluation of the program. It also provides opportunities for participation in an open school situation for student teachers, graduate students, student observers, parents, and members of the school community. The Center coordinates the dissemination of curricular innovation and the open approach to education through inservice as well as preservice education of teachers.

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World of Tomorrow School
(South Elementary School)
Glen Cove Avenue
Glen Cove, New York 11542

Contact person - Jack Sotsky, Principal
Phone number - (516) 671-4500

Program Description

The World of Tomorrow School began five years ago with only a fourth grade. At the insistence of the parents the program was expanded annually until it now encompasses grades 4, 5, and 6. The goal of the school is to create a learning environment where children will "want to come to school" rather than "having to go to school." To accomplish this, an attempt has been made to match the learning style of the pupil with the instructional style of the teacher.

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All of the staff at the World of Tomorrow School have volunteered for their assignments. The teachers are required to teach only in those areas in which they feel most comfortable. Pupils are allowed to select their own homeroom teachers and each homeroom teacher assumes responsibility for the overall education of approximately 30 pupils.

Pupils are assigned to reading and mathematics teachers on the basis of achievement scores on basic skills tests. They are allowed to choose their own teachers for science and social studies. The school day is divided into five periods but these remain flexible. If pupil interest is extremely high during a particular period, the period is extended.

In addition to the usual curricular offerings, pupils are allowed to study in a variety of areas from remedial reading to Shakespeare. Their electives often include art, music, planetarium studies, and photography.

Since there is a prekindergarten program operating in the building, pupils are expected to work with the younger children at least 5 hours a week.

Program Comparison

The World of Tomorrow School operates on an open enrollment plan. Pupils are accepted from any place in the city on a first come, first served basis. The pupil population is limited to 140 in order to maintain a pupil-staff ratio of 1 to 30. The staff includes one educational aide and a school nurse-teacher who is assigned for three days a week. The regular staff is augmented by student teachers and four or five parent volunteers.

While there is no formal student council, pupils are encouraged to express their concerns about the school's operation directly to the faculty or administration.

Pupil Selection Procedure

Enrollment is limited to 140. Open registration is on a voluntary basis – first come, first accepted.

Resources

The World of Tomorrow School operates as part of the Glen Cove Public Schools. It receives no additional funding.

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East Hill Elementary School
116 N. Quarry Street
Ithaca, New York 14850

Contact person - Dan Lee, Principal
Phone number - (607) 274-2229

Program Description

The optional learning program created at East Hill Elementary School in Ithaca operates under the "free" concept. The East Hill experiment began five years ago when the Board of Education approved the development of an open enrollment plan.

The school seeks to build an educational community with staff, parents, and 160 children. It tries to develop an atmosphere for learning in which pupils acquire information important to them — an atmosphere in which each pupil develops the skills necessary to operate comfortably in the world around him.

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Youngsters are free to search out teachers with whom they feel comfortable and who can provide them with opportunities and experiences for educational growth.

Program Comparison

East Hill draws pupils from many of the neighborhoods and attendance areas of the Ithaca City School District. None of the children are arbitrarily assigned and they are free to opt into or out of the program as they wish. Replacements, or additions, are permitted each year to maintain an enrollment of 160.

The school has no formal school government or student council but pupils do participate in many decisions. Children are encouraged to speak out on many issues. Older children have participated in interviewing prospective teachers.

Parents are active in major curriculum and organization changes, the hiring and release of staff, program evaluation, staff meetings, teaching and tutoring, custodial chores, and money-raising events.

Pupil Selection Procedure

Enrollment in East Hill is purely voluntary and is open to all children of the Ithaca School District. Attendance is limited to 160 pupils, however, and a waiting list is maintained.

Program Plan

The program at East Hill has been operating and developing for five years. It will continue as long as there is student need, parent support and Board approval.

Parents are very much involved as they are a functioning part of the school, and feel they have a real stake in its future.

Resources

East Hill School, as a part of the Ithaca Public School System, receives no additional funding. It does, however, redirect available resources by spending less on learning devices, texts, and workbooks. Much of the allotted money is used for things children need to engage in their own projects and learning activities.

Other Information

Of the twelve professionals, three are fully certified, five are in the process of certification, two are not certified, and two are certified but are teaching out of their area of certification.

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Monty Street School
54 Elizabeth Street
Plattsburgh, New York 12981

Contact person - Robert M. Garow and George Carlisto
Phone number - (518) 563-1140

Program Description

This is an open space program in an older building with an addition planned for innovation. Activity revolves around the Instructional Media Core where youngsters may do individual or group research. Parents, teachers, and students are heavily involved in the total school program. There is a special parent room with baby-sitting facilities so that parents may visit during the class day. Youngsters work with teachers and aides in a "hands on" approach that encourages experimentation and process involvement.

Program Comparison

The State-aided part of the budget is comparable to other elementary schools in the district. The school serves a population with a large number of low income families, however, and several special federally funded programs are carried out in this school.

Pupil Selection Procedure

Pupils are selected on the basis of their residence area.

Resources

A modern addition has been added to a renovated older building. There is an excellent teacher work area and a comprehensive multimedia area which has video-tape capability. The staff includes twenty-five fully certified classroom teachers, one full-time and two part-time psychologists, thirteen teacher aides, and two parent social aides. A comprehensive Instructional Media Center was developed with ESEA Title I, Title II, and local funds. An outdoor nature area is within close distance of the school.

Other Information

500 Students; grades K-5; Ages include 4-12.

Atkinson School (Nonpublic School)
220 Winton Road South
Rochester, New York 14610

Contact person - Morley Schloss, Principal
Phone number - (716) 271-5080

Program Description

The school seeks to provide a humanistic educational experience and to foster creativity and independence in learning. Mandated subjects are taught to children prekindergarten through grade 6. Pupils are grouped in multi-age, nongraded fashion.

Program Comparison

The staff has no formal leadership. The Board of Trustees and the staff discuss school policy and operation. Day to day problems are resolved through staff meetings.

Pupil Selection Procedure

In selecting pupils, the school attempts to emulate the racial and economic factors of the larger community. Flexible tuition fees range from $300 to $1,500 annually, scaled in relation to family income.

Program Plan

As indicated above, the parents, the Board of Trustees, and the staff are all involved in program planning.

Resources

The Y.M.C.A. is used for swimming and physical education programs.

The school is housed on the second floor of the First Unitarian Church on a lease basis.

Children are transported by private car and by the buses of the City School District.

Other Information

Of the 8.6 professional people, three are fully certified, one is in the process of being certified, others are not certified.

The age range of the pupils is 4 to 12 years. Pupils in prekindergarten through grade six are served. Thirty-nine children are enrolled.

Two cadet teachers are also employed, and many parents voluntarily offer their services.

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World of Inquiry School
Rochester Public Schools
44 Moran Street
Rochester, New York 14611

Contact person - William C. Pugh, Program Administrator
Phone number - (716) 494-9370

Program Description

The World of Inquiry School is conducted in a building belonging to the Rochester School District. The staff are regular employees of the public school system.

The Program Director has the usual duties and prerogatives of a Rochester elementary school principal.

The program emphasizes individualization of learning and seeks to encourage each pupil to progress at his own rate. Flexibility is the key to progress.

Program Comparison

The school is a completely integrated unit serving children from all areas of Rochester. There are no rows of desks, bells, or usual class periods. Children move freely from area to area.

Pupil Selection Procedure

The present student enrollment is 50% white, 34% black, and 16% Puerto Rican.

Application for admission is made directly to the school. There are 800 children on the waiting list.

Program Plan

Just as children are viewed as unique individuals, so too are the teachers, who have been given the freedom to experiment. The teachers select and order all their instructional resources. They are encouraged to be creative, to use a wide variety of materials, and to utilize community resources.

Resources

The school began as one of nine components of Project Unique, an operation federally funded under Title III of the Elementary and Secondary Education Act. The project recently received an absolute charter from the Board of Regents.

In addition, the City School District supports this school in the same way that it supports all other public elementary schools in Rochester. The school also receives assistance from the Rockefeller Foundation, from local business and industrial interests, the National Science Foundation, and private contributions.

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Other Information

There are 19.4 professionals on the staff. Of these, ten are fully certified, seven are provisionally certified, two are in process of certification, and .4 are not certified.

The Individually Guided Education Program (IGE)
Various Elementary Schools in the State

Contact Person - David H. Weeks, Jr., Coordinator
Supervisor of Elementary Education
Bureau of Elementary School Supervision
New York State Education Department
Albany, New York 12224

Program Description

IGE is a management program for the elementary school. It facilitates individualized instruction, increased autonomy and cooperation on the part of teachers, and improved instructional programming. There are seven components.

- an organization plan called the multi-unit school elementary, (MUSE) which organizes a school into planning teams of two to six teachers, supported by student teachers and aides and have 100-150 multi-age, multi-grade pupils,
- an instructional programming system through which teachers are encouraged to set objectives for pupils, pre-assess their readiness, prescribe learning activities in terms of pace, mode, level and interest, and evaluate progress,
- a model for developing measurement tools and evaluation procedures,
- a program for improving home-school relations,
- facilitative environments, including supportive structures at the building, school district, state, and national levels,
- instructional materials, including objectives and criterion-referenced tests;
- continuing research and development, through the Research and Development Center for Cognitive Learning at the University of Wisconsin.

Program Comparison

The developers, the R & D Center, describe IGE as "the first workable alternative to the age-graded, self-contained classroom." The Instruction and Research Unit of two to six teachers, supportive staff and 100-150 pupils constitutes a self-contained unit whose pupils span two to three grade levels and several years. The teachers have considerable autonomy over the instructional strategies used with children, including the variety of large / small groups, one-to-one, and independent study modes. Each team has a Unit Leader who teaches at least 80% of the time and supervises only the non-professional staff. Unit Leaders and the principal meet at least weekly to coordinate the instructional program of the school.

Pupil Selection Procedure

Pupils are grouped on a multi-age, multi-grade basis, heterogeneously, so that a thorough distribution of ages, sex, abilities and interests are reflected in each I and R team of 100-150 pupils.

Program Plan

The instructional program is planned on a cooperative basis among the teachers, student teachers, and aides in a given Instruction and Research (I&R) unit, setting objectives, materials, and learning techniques for the range of children in the unit.

At a higher level, the Unit Leaders and the principal meet weekly to set objectives for the total school population, set policies, and arrange for time, space and other facilitative needs. On a district level, the Systemwide Policy Committee (SPC) is composed of representative teachers, unit leaders, principals, and central office specialists who set overall policy for the district.

Resources

No special resources are required for the Individually Guided Education system in an elememtary school organized as a multi-unit organization. Materials are those required for any school offering an effective educational program with opportunities for individual learning on the part of pupils - a variety of multi-media materials, objective-based skills curricula, and criterion-based tests.

Optional curriculum programs, as below, have been developed by the R & D Center for use in schools offering individualized opportunities for pupils:

- reading - Wisconsin Reading Skills Development program
  Pre-Reading Skills Program
- mathematics - Developing Mathematical Processes
- motivational - Individually Guided Motivation
- science - Environmental Education (under development)

Other Information

Other than the cost of instructional materials needed for any effective elementary program, and one instructional aide or secretary for each team of 100-150 pupils, there are no added costs for this program. There is a minimum of in-service expense required.

A middle school or junior high program is being field tested, and a high school-level IGE program is under development. The program is coordinated, Statewide, under the aegis of Project Redesign.

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Street Academy of Albany
165 Clinton Avenue
Albany, New York 12210

Contact person - Robert S. Peterkin, Executive Director
Phone number - (518) 434-2963

Program Description

The Albany Street Academy is a contract school which has been in operation for four years. The overall program is headed by an Executive Director, while the educational program is headed by an Educational Director. The teaching staff is divided into three teams. Supervision is provided by staff members who are given the title of "Master Teachers."

The program is intended for dropouts and potential dropouts. The pupils range from 14 years of age to 18 year-olds. Classes are non-graded. The school is organized on a trimester basis, and follows the 180-day school pattern.

The three teams consist of 25-35 pupils each. Diploma requirements are basically the same as for the regular local and State diplomas. Requirements except for health and physical education are satisfied by electives. There are also minimum-competency requirements for reading, mathematics, and composition. The school authorities indicate that pupils who successfully complete the program will be given diplomas through the Cardinal McCloskey High School in Albany.

The school day starts off with a group tutorial session of 1-1/2 hours devoted to improvement in reading, social studies, or mathematics. The contract method is used. In this session there is an attempt to foster values clarification, achievement motivation, and affective learnings. During this period, too, physical education activities are carried on at an off-campus site.

The remainder of the school day is devoted to courses chosen by the pupils. Classes are of 45 minutes duration.

There is a great deal of flexibility and choice built into the program — students may elect courses that interest them, may work on an independent or group basis, may take courses instructed by people from the community, may utilize work/study opportunities, and may develop active laboratory learning experiences.

Program Comparison

In addition to being on a trimester plan, the classes are nongraded, small, and allow for individual attention. Pupils are not required to attend all classes. Some course evaluation requirements specify at least

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50 percent attendance; others 25 percent. Special reading, mathematics, and composition minimum competency requirements are set for graduation. Volunteer teaching assistance is used in the program.

Pupil Selection Procedure

Pupils must be between the ages of 14 and 18. They must be residents of Albany and they must be either dropouts or potential dropouts. They cannot be physically handicapped, mentally retarded, or severely disturbed.

Program Plan

Originally, according to school officials, the program was planned in conjunction with parents. At present, parent involvement is limited to occasional visits. There is a plan to involve parents in a Parent Council. The school program, however, is currently planned by the school staff.

Resources

The sources of funds for the program are ESEA Title III and Title I. These funds are provided to the school through the Albany Board of Education. Title III support will end in 1975. If the program is to continue, another source would have to provide two-thirds of the budget in 1975.

Community resources are used widely. Physical education classes are held twice weekly at the Arbor Hill Community Center. Parks, community tennis courts and basketball courts are used. School officials have been given permission to use a science laboratory at the State University at Albany, since the school has no science laboratory. According to school officials, this laboratory is used regularly once a week for a two or three-hour period for laboratory science. Typing is taught off campus at the Community Health Center. The Albany Public Library System is used for library services, since the school has no library.

Other Information

The staff was cut in half for the 1973-74 school year. Pupil enrollment went down from 167 to 100. Currently there are 9 full-time and 8.2 part-time teachers. Of these, 8 are volunteers and 9.2 are paid through Title III funds. The latter are fully certified, according to school officials.

The maintenance staff is provided by the Albany Public School system.

L.I.F.E. - Learning in a Free Environment
Lawrence Senior High School
Reilly Road
Cedarhurst, New York 11516

Contact person - Edwin D. Krawitz, Principal or Stephane Ethé, Teacher-Coordinator
Phone number - (516) 295-2700

Program Description

The L.I.F.E. program is designed to encourage pupils to pursue individual projects in depth by utilizing both school and community resources, and to allow pupils to assume greater responsibility for fulfilling their educational needs.

Pupils must take courses in English, social studies, and physical education each year, and must take health for one semester in either grade 11 or grade 12. Pupils may use the school or village library and may participate in the regular school-sponsored extra-class activities. Each pupil is required to have a project which may involve service in an educational, social service, or medical institution; courses at other schools, or independent study. In addition, pupils are involved in seminars and workshops. Each pupil keeps an extensive log of activities. This serves as a basis for evaluation, information for other pupils, and part of a college application.

Pupils receive PASS or FAIL grades for each quarter and for final grades, except that juniors may receive numerical grades for the second and fourth quarters and for the final grade for college purposes.

Attendance is required at the school three days each week from 10:30 a.m. to 2:45 p.m. On the other two days, pupils must check into the building at the beginning of the school day and must indicate to a designated staff member what their plans are for the remainder of each day.

Each pupil is required to present a public accounting once a month in the form of a seminar, exhibit, or demonstration.

The school is housed in a former shop room in Lawrence Senior High School. This room has been subdivided into three small rooms.

Program Comparison

The L.I.F.E. program differs from the regular program in its informality and lack of required attendance in a formal school setting throughout the entire school day.

Pupil Selection Procedure

The program is open to pupils in grades 11 and 12. Currently, there are 20 boys and 30 girls. Memberships in the program is equally divided between juniors and seniors.

Pupils must make a written application and parents must give written approval. The coordinator interviews the pupils and determines who will be admitted. All of the present pupils have scholastic averages of over 80 percent.

Program Plan

The program is planned by the pupils and coordinator with the advice and approval of the principal.

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Resources

The considerable resources of the Lawrence Public School District are used by the pupils. In addition, the facilities of the various institutions in which pupils do volunteer work are made available to them.

Other Information

There are five teachers assigned to the program. The coordinator is assigned three periods daily, while four other teachers are each assigned one period daily.

Informal School
Farmingdale Senior High School
Lincoln and Intervale Avenues
Farmingdale, New York 11735

Contact person - Mrs. Dorothy Silverman, Teacher-in-Charge
Phone number - (516) 249-7600

Program Description

The Informal School of the Farmingdale Senior High School enrolls 131 juniors and seniors and is staffed by five full-time teachers and five part-time teachers.

The Informal School is an academic school which demands more responsibility from its students than would be expected in the regular school. The students are involved in curriculum development and they are responsible for planning their weekly schedule. They learn at their own pace.

All students must fulfill the established requirements for graduation. Regents courses are offered in English, American History, mathematics, chemistry, physics, French and Spanish. Advanced placement courses are offered in English, American History, chemistry and physics.

Each Monday, the pupils receive a master schedule listing all of the school offerings for that week. Each pupil then prepares his own schedule. He may attend lectures, meet with small groups, work independently, seek help from his peers, or go outside of school for approved courses. Regular courses are supplemented by mini-courses designed to satisfy a special demand or to take advantage of available talent. Seminars have been offered in comparative religion,

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sociology, yoga, archeology, guitar, modern dance, and many other areas of interest.

Each student meets regularly with a teacher to discuss program and progress. A student may choose a PASS/FAIL report card mark or a numerical mark. All final marks, however, are numerical.

Program Comparison

Although all students complete the same basic graduation requirements as the students of the regular school, the program and processes for meeting these requirements are determined by the individual student to a larger extent than in the regular school.

Pupil Selection Procedure

All students are volunteers who have obtained parental permission.

Program Plan

The program is planned jointly by the students and the teachers.

Resources

All the resources in the regular school as well as the resources of the community are used as available.

Other Information

Some students are permitted to perform humanitarian work in the community (work in hospitals, nursing homes, social agencies, and/or county and village government offices) and receive school credit if they prepare written reports on their outside activities.

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Community School
Great Neck North Senior High School
35 Polo Road
Great Neck, New York 11023

Contact person - Ruth Rosenstein, Director
Phone number - (516) 482-8650

Program Description

The Community School is part of the Great Neck North Senior High School. It consists of a group of 125 students, grades 10-12, and a staff of four full-time teachers and nine part-time teachers. A guidance counselor has been assigned to the program on a part-time basis.

The school functions as a school-within-a-school. The program for the most part is humanities oriented. The courses and program of studies are determined largely by the students and teachers. Students, however, may take courses in the regular school program if these courses are not offered in the program of the community school.

Heavy emphasis is placed on the goals and objectives of the individual students. These are established with the guidance of one of the staff members. In order to facilitate this, the school is divided into eight advisory groups, each consisting of about 15 students, and one faculty advisor. These groups meet weekly to discuss student goals and their school programs.

One representative of each advisory group meets periodically with the Administrative Board. At these meetings

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the program of the school is discussed and decisions are made about future directions of the program.

There is an Accreditation Board, which consists of four staff members and a representative of each advisory group. This Board equates the course work and projects performed by the pupils with the courses of the regular school and assigns school credit.

The school operates on a tri-semester plan with 1/3 of a credit granted for each course each semester. The students have the option of receiving regular grades or accepting a PASS-FAIL mark.

Program Comparison

The program differs from the regular school program in that the students have a large measure of freedom in choosing alternative ways to satisfy their individual goals. The program places heavy emphasis on independent study and individual projects. Although students achieve the same goals as students in the regular school program, the way in which these goals are achieved are frequently quite different. The program makes extensive use of community resources and community expertise for developing student projects.

Pupil Selection Procedure

Students in the program are all volunteers. They must also have parental permission. If there are more volunteers than there are openings in the program, final decisions are made by use of a lottery system.

Program Plan

The program is planned by the students and teachers.

Other Information

The students in most cases are academic, humanities-oriented students whose needs were not met by the traditional type of school program. Many of the students had poor attendance records before joining the program. Attendance of students in the program is excellent.

About 95% of last year's graduates went on to further education.

School-Within-A-School
Great Neck South Senior High School
341 Lakeville Road
Great Neck, New York

Contact person - Arlette Sanders, Teacher-in-Charge
Phone number - (516) 482-8650

Program Description

The School-Within-A-School at Great Neck South Senior High School has an enrollment of 80 students and a staff of eight part-time teachers. Although the students are required to meet all of the graduation requirements that are expected of students in the regular school, there is a significant difference in the way that this is done.

The 80 students are divided into sub-groups called "Home Base." Each "Home Base" consists of between 10 and 15 students and a faculty adviser. Each "Home Base" holds weekly meetings at which the members discuss their programs and their goals or objectives. In addition, a representative of each "Home Base" meets weekly with a faculty member in what is called the "Executive Board." The "Executive Board" decides the program of the school.

Many of the courses are taught in the School-Within-A-School. Other courses are taken in the regular school. The amount of time a student spends in the School-Within-A-School varies from student to student and from year to year. Tenth grade students average about one-half of their time in School-Within-A-School, while seniors may spend all of their time in the program.

The curriculum has been divided into six study areas: Mathematics, science, social sciences, English disciplines, foreign language, and creative arts. All 10th grade students must undertake four study projects, one of which must be from the English disciplines and the others must be from three of the other areas. This requirement for 11th graders becomes a minimum of two different study areas. These study areas may be in the regular school or within the School-Within-A-School program.

In each of the courses the scope and content of the curriculum are decided by the students and their teacher. The courses are largely project-oriented and extensive use is made of community resources. The student has the option of being evaluated by regular grades or by a PASS-FAIL system.

Program Comparison

Although these students meet all of the graduation requirements that are required of the regular students, the course work and the project-centered curriculum are significantly different. This program places great importance on the individual goals and objectives of the student and his different interests and abilities. The goals are largely achieved through independent study and a wide variety of student-selected projects.

Pupil Selection Procedure

All students in the program are volunteers and have secured parental permission. Should the program become over-subscribed, final admission will be decided by lottery.

Program Plan

The original program was planned by a committee of students and teachers. The general plan will be maintained; however, the courses in the program can vary from time to time as the students and teachers in the program may decide.

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Senior Alternative Experience
Guilderland Central School
Guilderland Center, New York 12185

Contact person - Robert E. Drake, Coordinator
Phone number - (518) 861-8591 Extension 21

Program Description

The Senior Alternative Experience is a school program which allows about ten percent of the seniors to fulfill their credits for graduation by community experiences, independent study, tutorials, or regular courses in high school, college, or other schools. Its purpose is to give each pupil the opportunity to create his own program according to his needs and interests — a program that permits him to work at his own speed, with the help of a faculty member and without the restrictions of bell schedules and artificial time allotments. Pupils develop a quarterly contract with a faculty advisor. Two faculty members spend half of their assigned time in the program and a third member is assigned full-time as an advisor and program coordinator. The program has an enrollment of 30 pupils.

Program Comparison

The program differs from the regular school program in that pupils are offered a wider variety of experience and greater flexibility of time utilization. Pupils with community assignments report directly to their assignment. If they are going to be absent on a specific day, they are required to notify the coordinator by telephone.

Pupil Selection Procedure

Applications for the program are solicited from all seniors. A list of applicants is drawn up and

circulated to all faculty members. Information-gathering interviews regarding student candidates are held with teachers and guidance counselors. Candidates are then interviewed by the program advisors.

Final selection is made of those pupils who appear to be best able to manage their own time effectively.

Program Plan

The Senior Alternative Experience program evolved as a result of the thinking stimulated by a paper written by a senior girl in a Current Issues class. To implement her ideas, meetings were held with the faculty, parents, and pupils.

The plan which evolved calls for each program participant to plan a quarterly contract with an advisor. The program must be approved by the pupil's parents. All

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students in the Senior Alternative Experience must earn 40 S.A.E. units in their senior year. Eight units are equal to one regular high school credit. Time requirements for credit meet and exceed those required in the regular high school program. All marks are given on a PASS or FAIL basis.

Resources

A large room in the high school is provided as the home base. Pupils have furnished the room themselves. It provides facilities for study, small classes, preparing lunch, use of media materials, or just lounging.

There are 60 various places of study in the tri-city area available to the pupils in the program. They include a television station, hospitals, laboratories, schools, the legal department of a utility company, police department, nursing homes, community centers, historical society, New York State Legislature, New York State Education Department, art gallery, and other community institutions and organizations. Additional areas are being sought out to meet individual pupil interest and needs.

Other Information

Pupils may spend complete days in their special activity and may learn their required subjects outside the regular school day by attending college classes, evening school classes, or community center classes.

SCORE - School of Community Opportunities and Resources for Education
James E. Sperry High School
1799 LeHigh Station Road
Henrietta, New York 14467

Contact person - Donald A. Loughlin, Principal
Phone number - (716) 334-5440

Program Description

The SCORE Program of the James E. Sperry High School provides a highly self-directed instructional program for pupils who are in need of a nonrigid learning environment.

The program is intended to focus upon community activities, as does Rochester's School Without Walls. However, SCORE differs from the Rochester program in three significant ways:

- it is based in one room of a registered secondary school, with ready access to all facilities and programs of that school.
- the pupils are under the immediate supervision of the professional educators (of the school district or of BOCES) for a longer period of time.
- regular guidance counselors are assigned to the pupils.

The program currently enrolls a total of 40 pupils in grades 10, 11, and 12. The pupils are approximately equally distributed by sex and by grade level. There are plans to double the number of pupils in September 1974.

There are two full-time teachers, one practice teacher and one teacher aide assigned to the program. The two full-time teachers are called "facilitators." One "facilitator" was formerly employed in the Rochester program. Both "facilitators" are certified in reading and social studies.

Pupils may take two or three courses in the regular school or in BOCES. Highly motivated pupils may spend part of the day taking college-level work at the University of Rochester or Rochester Institute of Technology.

Each pupil is involved to some extent in unstructured social studies courses which include such topics as the Monroe County court system and the American presidency. In general, as the postsecondary plans of the pupils are more demanding, there is less involvement in the unstructured portion of the program.

Program Comparison

The program differs from the regular program in that pupils may pursue interdisciplinary courses involving English and social studies. They also receive health instruction and physical education experiences in a less structured, less conventional manner than students in the regular school.

The SCORE pupils are given a more meaningful and collaborative role in planning their program than the pupils enrolled in the regular school.

Pupil Selection Procedure

Pupils must be in grade 10 or above and must file a written application. Parents' submit a written approval for the student to enroll in the program.

Program Plan

Plans are made by a committee consisting of the principal, the two facilitators, and representatives of pupils, parents, and regular teachers. The pupils also meet in one large group or two small groups every week.

Resources

Major use is made of the resources of the Rush-Henrietta School District. Some use is made of the facilities and resources of two nearby colleges, as well as those of public agencies of Monroe County, BOCES, and small businesses.

Community School
Herricks Senior High School
Shelter Rock Road
New Hyde Park, New York

Contact person - Peter Lawrence, Principal
Phone number - (516) 741-7800

Program Description

The Community School is an alternative to the regular program of Herricks Senior High School. It is intended for those students who wish to establish their own goals and take the responsibility for accomplishing them. With the help of advisors, the student selects his own courses and proposed activities and keeps his own file, which includes a description and evaluation of his work. There are about 90 students in the program at present.

The four full-time teachers in the Community School are each responsible for coordinating one of the following curriculum areas:

- communication
- human relations
- technology
- aesthetics

Each teacher is responsible for advising a group of up to 25 students. Group meetings are held weekly and individual interviews are held at least once a month.

Students in the Community School are divided into the four student-directed Contact Groups which serve as forums for discussion of school and personal problems. Each group is free to develop its own activities and programs. Each group also chooses representatives to serve on the coordinating committee, educational services committee, and bimonthly principal's meeting.

The coordinating committee, which is comprised of representatives from the four main groups, prepares the agenda for the general meeting which serves as the sounding board for student ideas regarding the operation and development of the school. A meeting is held each Wednesday from 9 a.m. to 12 noon. Every student has a right to speak at the general meeting; however, the decisions are made by the coordinating committee.

Since the Community School is an alternative program within the regular school, it is responsible to the principal, and weekly meetings are held with the principal.

Program Comparison

The students in the Community School bear full

responsibility for establishing their own goals and deciding on the courses and activities that are required to meet these goals. These courses may involve the regular school program, or independent study. A wide variety of community resources — hospitals, social agencies, industry, museums, libraries, and businesses in the area — are available that students may use to their advantage during the normal school day, after school, evenings, or even on weekends.

Students who are ready for graduation must submit a package of materials which demonstrates that they have met the graduation requirements and have attained their established goals. A committee of students and teachers evaluates these materials and if it approves them, it recommends to the school principal that the student be awarded a diploma. The ultimate decision rests with the principal of the school.

Instead of the conventional transcripts, the students prepare an illustrative packet of their accomplishments. This packet is sent to the colleges with their application. A large percentage of students have been accepted by the college of their first choice.

Pupil Selection Procedure

All participants in the program are volunteers who have obtained parental permission. If more eligible students apply than can be accommodated, a lottery system will be used for final selection.

Program Plan

The first three weeks of the school year are devoted to planning. Student goals are established and courses are designed to enable students to achieve these goals. Resources both within school and without, are sought as needed.

Resources

An almost limitless variety of resources, within the school and in the community are available.

Other Information Necessary for Understanding the Program

The pupils and faculty of the Herricks Senior High School consider the Community School to be one end of a spectrum of optional learning environments. They consider the regular school program to be the other end of the spectrum. In between the two is a series of programs each of which presents options of one form or another. They are:

- WIN - A work incentive program. Part of the day is spent in school, the remainder on a job.
- VIP - A Program in which a block of time is set aside for a group of students who take English, social studies, and perform some school function during this period.
- OASIS - Organized and structured independent study program.
- Learning for Living - A block of time program that includes English and health.
- Science and the Future of Society - An interdisciplinary program including English, biology, mathematics, social studies and physical education.
- Oceanography - A block of time program including the sciences, English, social studies, and physical education.

Approximately 40% of the students of Herricks Senior High School are involved in one of the six above mentioned alternative programs.

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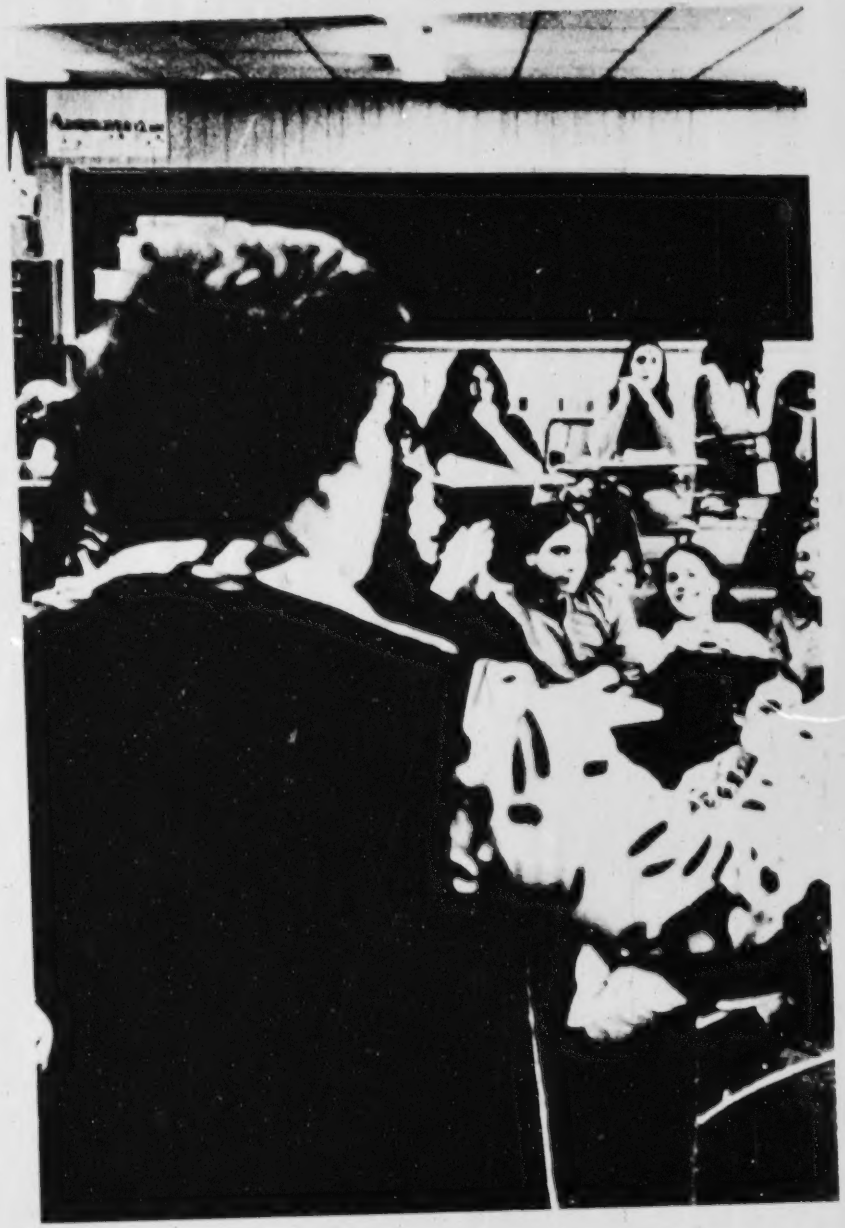

The Three I Program (Program for Inquiry, Involvement and Independent Study)
New Rochelle High School
Clove Road
New Rochelle, New York

Contact person - James R. Gaddy, Principal or Donald Baughman, Teacher-Coordinator
Phone number - (914) 632-9000

Program Description

The Three I Program of the New Rochelle Senior High School is an alternative program involving approximately 150 students and seven teachers. The teachers represent diverse curricular disciplines and are responsible for teaching their particular disciplines to the students.

Each student must complete the equivalent of 18 Carnegie units for graduation. The methods by which graduation requirements are satisfied vary significantly from those of the regular school program. The basic philosophy is that the student must accept the responsibility for his own learning and should have considerable freedom to choose the courses and activities that will enable him to achieve his goals. The courses offered are determined as a result of open discussions between the teachers and students. Independent study and group projects create a variety of learning experiences which emphasize service to the community as well as personal growth.

Each teacher serves as the advisor for a group of about 22 students. The teacher meets weekly with the group and also frequently meets with individuals on a personal basis. The teacher knows the program of each pupil in his group and may function as a guide or resource as the program develops.

Students enrolled in the Three I program do not receive grades. In December and March each pupil writes an analysis of progress in the courses, as well as in his projects and independent study activities. Each teacher also evaluates the student in these areas. At the year's end the teacher prepares a comprehensive evaluation for each student after the student submits a detailed written appraisal of each aspect of his Three I activities. A student and teacher conference is then held, and further conferences are held between the pupil's advisor and the other staff members to determine the final evaluation, which becomes a part of the student's permanent record.

Every student is involved in a project at all times. When one project is completed, another begins. The project may consist of studying physics on an independent basis, for example, but more often it may involve activities in the community.

Program Comparison

The Three I Program differs from the regular program in that students are given a great deal of freedom to choose the means by which they achieve their goals. Classes are scheduled irregularly but for longer periods of time. Students must plan their own programs and develop a contract and demonstrate that they have completed their contractual agreement. There is considerable interaction with the community as the students perform the activities required for their projects.

Pupil Selection Procedure

All students are volunteers who have obtained parental permission. Since the program is quite rigorous, the pupils tend to be above-average students who are highly motivated. Last year, 67 out of 68 graduates of the Three I Program elected to and went to college.

Program Plan

The Three I Program is planned cooperatively by the students and their teachers.

Resources

The resources include the program and facilities for the regular school, teachers of the Three I Program, and the facilities, institutions, and specialized personnel of the community.

School-Within-a-School
Ramapo Senior High School
Viola Road
Spring Valley, New York

Contact person - Ira Reisner, Assistant Principal
Phone number - (914) 356-4100

Program Description

The School-Within-a-School of Ramapo Senior High School has an enrollment of 80 students. The paid staff consists of two teachers each of whom spends 4/5 of his time in this program and the other 1/5 of his time teaching a class in the regular school. In addition to these two teachers, volunteers from the community or from the regular teaching staff of the school offer help, information, and courses.

The program itself is primarily concerned with English, social studies, and the humanities. Students interested in other curricular areas must take those courses in the regular school. All students enrolled in School-

Within-a-School must take at least one course in the regular schools.

The program of the School-Within-a-School is designed by the students and the teachers. Many unusual courses, have been developed — Acting Techniques, African History, American Economy, Today, American Indian History, American Legal System, Art, General Psychology, "Growing Up, Absurd," Journalism, Poetry, Self Awareness Workshop — depending upon the interests of the students at various times throughout the year. Heavy emphasis is placed on independent study as well as on individual or group projects.

Program Comparison

The main difference between the program of the regular school and the School-Within-a-School lies in the way the students meet the curricular requirements. The courses differ greatly from traditional courses and the schedule is highly flexible.

Pupil Selection Procedure

All students are volunteers with parental permission. Should the program receive too many volunteers a lottery system will be used to determine who will be admitted. So far the volunteers have not exceeded the number of available openings.

Program Plan

The program is planned by teachers and students, with the approval of the principal of the regular school.

Resources

The program utilizes the resources of the regular school as well as the resources of the whole community. Examples of community resources include hospitals, libraries, and social agencies.

School Without Walls
Rochester Public Schools
50 West Main Street
Rochester, New York 14614

Contact person - Lewis M. Marks, Project Supervisor
Phone number - (716) 546-6732

Program Description

The School Without Walls is located in downtown Rochester in a building formerly occupied by the Rochester Institute of Technology. Fifteen rooms in this building are used for the more formal classroom activities. Much of the school program, however, takes place in various parts of the city and its suburbs.

The instructional program focuses largely on the City of Rochester, with particular emphasis on the job market, institutions, people, and city planning. The intensity and depth of individual student programs depends largely upon the interests, educational backgrounds, and scholastic abilities of the individual. Volunteer consultant-instructors include staff members of post-secondary institutions, large corporations, and municipal agencies, and proprietors of small businesses.

The program is designed for students in grades 9 through 12, and for ages 13 through 21. The school authorities have decided to limit registration to pupils who are at least two years away from graduation. At present there are 104 boys and 71 girls enrolled in the School Without Walls.

The program includes "workshops," afternoon classes, "extended classes," forums, and physical education. All of these offer credit toward graduation.

Students are required to earn a minimum of 3-3/4 units of credit a year.

The "workshops," which carry 1 unit of credit, are classes that meet three times a week for 90 minutes each. The "workshops" involve such subjects as mathematics, language arts, writing, research, media and reading. The language arts classes may stress such topics as basic English, preparation for the language portion of the SAT examinations, or a discussion of Great Books.

The "afternoon classes" provide 1 credit for each course. These classes, which are not necessarily held in the school building, meet two times a week for 1-1/2 hours each session. The courses include such subjects as sociology, literature, journalism, Black culture, and arrest (taught at the Rochester courts).

The "extended class" offers 1 unit of credit in English and 1 unit in social studies. The "extended class" meets for approximately 8 hours a week. The program deals in some way with the city of Rochester and may include discussion, guest speakers, films, and research projects. To obtain credit, a pupil is expected to write a proposal for a project together with plans for a final report. Staff members approve the proposal and provide advice throughout the project. Classes may provide remedial work in the areas of English and social studies for pupils deficient in basic skills.

The "forum" meets for 1-1/2 hours once a week. Presentations include films, outside speakers, or talks by pupils or teachers. One-half unit of credit may be claimed if the pupil attends three-fourths of the meetings and prepares a written report.

Physical education is available four times a week in the gymnasium of the Salem Evangelical Church.

Students completing local diploma requirements are granted a diploma from Monroe High School. These pupils must complete a senior research project as a graduation requirement.

The paid faculty consists of the director (who is completing requirements for an administrator's certificate) and nine teachers. They are assisted by five practice teachers and approximately 75 volunteers.

Program Comparison

The program differs from the regular program in the following respects:

- Many of the courses are interdisciplinary; e.g., English and social studies are intertwined;
- Many of the courses focus on the city as an aspect of American studies;
- The pupil and his teachers appraise his progress without using marks;
- The pupil's faculty advisor is responsible for evaluating the pupil's mastery of skills, individual development, attendance, and meeting graduation requirements;
- The reports that are made to the parents four times a year contain detailed descriptions of a pupil's courses and activities; the transcripts that are sent to the colleges follow the same procedure; and
- The individual pupil has more frequent contact with the teachers and guidance counselor than in a regular school program.

Pupil Selection Procedure

Pupils must apply for admission and must agree to complete the program. Parents must give their written approval. In the event that more pupils apply than can be accommodated, a lottery is held, with special consideration given to applicants from inner-city areas.

In the beginning, the program attracted pupils from East High School and Monroe High School. The students now represents a wider geographical distribution.

Program Plan

The program is planned by the staff and pupils, with some assistance from parents. The pupils draw up a weekly plan indicating where they will be. The plan is approved by a teacher.

Resources

The resources within the school building are limited to a few textbooks and materials for remedial instruction in the basic skills. Within a few blocks of the school is the main branch of the Rochester Public Library, which has a diversity of resources available to the public.

Pupils with academic leanings have the opportunity to use some of the resources of higher education institutions, industries, and municipal agencies.

Waivers

Pupils will meet the requirements for the City School District diploma. No waivers are needed.

School-Within-a-School
Roslyn High School
Roslyn Road
Roslyn Heights, New York 11577

Contact person - Robert V. Canosa, Principal
Phone number - (516) 621-4900

Program Description

The school has its headquarters in three small rooms in a secluded part of Roslyn High School. Furnishings include library tables, chairs, and a telephone.

This program is designed for pupils who feel that they can function more effectively outside of the regular school with a portion of their educational program obtained with the assistance of persons other than teachers.

The instructors include one full-time teacher and 4 part-time teachers. The full-time teacher is a social studies specialist. The part-time teachers are specialists in English, mathematics, science, and foreign languages. A guidance counselor serves part-time on a volunteer basis.

The pupils are required to make extensive reports on their in-school and extra-school activities. Extensive reports of the activities are included with college applications. Pupils are allowed to take a maximum of 12.5 "hours" of instruction weekly in the regular school. This allows them to enroll in such courses as mathematics 12 and a laboratory science. This work is supervised by the English teacher. Pupils also take courses in educational reform and contemporary issues. These are part of an American studies program.

Pupils are involved in extra-school study. Some examples of extra-school study are working in an arboretum, studying sculpture, cinematography, Jewish philosophers, and teaching flute.

The planning of the program is largely done by a review board of seven members elected by the pupils. One of the present members is a faculty member.

Each pupil is required to prepare a program of physical activities which is approved by the director of physical education. Participation in the program is certified by the person in charge of the activity.

A mathematics survey course originally taught only in the School-Within-a-School has been incorporated into the regular curriculum of Roslyn High School.

Program Comparison

The program differs primarily in its informality when the pupil is pursuing studies and activities in other than the regular courses and in the equivalency of the courses which meet mandates imposed by the State or the school district.

Pupil Selection Procedure

Pupils in grades 11 or 12 may apply. Seniors who are admitted into the program must agree to remain for the full year. In 90 percent of the cases pupils have a school average of at least 80. Pupils and parents must attend an informational meeting. Pupils must apply in writing and parents must approve in writing. Selection is by lottery. If a pupil does not withdraw from the program within 15 days, he must remain for one semester.

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The program started in September 1973, the present enrollment consists of 23 boys and 28 girls, of whom 21 are juniors and 30 are seniors.

Program Plan

The program is planned by the pupils with the advice of the teachers. The principal has established broad guidelines and makes staff assignments.

Resources

The considerable resources of the Roslyn School District are available to all pupils. Additional resources include social service agencies and institutions of higher education. Some pupils also receive tutorial instruction in sports or music at no cost to the school district.

Scarsdale Alternative School
45 Wayside Lane
Scarsdale, New York 10583

Contact person - Ms. Judy Codding
Phone number - (914) 723-5500 ext. 455

Program Description

The Scarsdale Alternative School was created by teachers, administrators, parents and students who wished to provide a school in which students could take a more active and responsible role in forming and carrying out their own education. The school is based on the following principles:

- that the individual student has the responsibility to design his own curriculum
- that the student's education consists of an assimilation of intellectual and personal development

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- that in any course, the subject to be covered and the process by which it shall be covered must share equal consideration
- that all members of the school community share an equal role in the decision-making and maintenance of the school
- that school is not limited to specific hours during the week nor to specific rooms or buildings

Students, teachers, and members of the Scarsdale community work together to create the many activities in the Alternative School. Such activities take the form of classes, seminars, independent studies, workshops, and experimental projects. Thus far we have approximately 40 volunteers, including parents, college students, Senior High School teachers, and others from Scarsdale and surrounding communities. Besides the conventional academics students are also involved in unusual courses such as Greek, preschool education, transcendental meditation, civil liberties, and sociology of psychotherapy, to name a few. Many fine and practical arts classes also are underway. For example, students learn dance, life drawing, chamber music, bicycle repair, and French cooking.

Many students are involved in community work. Students teach and tutor at local schools, work at a Bronx rehabilitation center, assist with emotionally disturbed children, and work at the Center for Preventive Psychiatry, as well as help professional people such as lawyers and architects and campaign for local politicians. A student is limited only by his imagination in the creation of an activity or program.

Each student at Scarsdale Alternative School has a special relationship with one of the teachers - his core-group teacher. The student keeps the core-group teacher informed and up-to-date about his daily activities. The core-group teacher acts as an advisor and resource person. The school has a present enrollment of approximately 75 juniors and seniors.

Evaluation in the Alternative School does not include grades or credits. The purpose of evaluation at Scarsdale Alternative School is to allow individuals and groups to analyze the strengths and weaknesses in terms of the agreed upon goals and objectives so that improvements may be made. At the end of each of the three terms, learning experiences stop for evaluation. Students write appraisals of their experiences, teachers write evaluations of the students' work and the whole class discusses its goals and accomplishments. The entire Scarsdale Alternative School community also evaluates its progress, strengths, and weaknesses and direction.

Program Comparison

Student-teacher relationships are not bound by traditional roles as students teach, teachers learn, and all are committed to making the program a success. This commitment implies a great deal of responsibility on the parts of all members of the Scarsdale Alternative School community. The members are responsive to develop and pursue their own program of activities as well as to play an active role in the development of the school as a whole.

Pupil Selection Procedure

All students are volunteers from grades 11 and 12 who have parental permission. A lottery is used to establish equal numbers of girls and boys for the program.

Program Plan

It must be noted that Scarsdale Alternative School is a constantly evolving program, responding to the needs and interests of its members. Thus, it is possible that some of the structures and procedures described might change throughout the year.

Occupational Learning Center
City School District
Syracuse, New York 13210

Contact person - Vincent F. Brennan, Supervisor, Special Needs and Work Study Programs, Washington Irving School, 644 Madison Street, Syracuse, New York 13210

Phone number - (315) 478-6950

Program Description

The Occupational Learning Center Program is designed to enable dropouts and potential high school dropouts to achieve their educational objectives which usually includes a high school diploma. Students range in age from 15 to 20 years old. The program includes individually prescribed instruction for each student. The instruction stresses the basic skills of reading and mathematics, life skills and either saleable skills qualifying for immediate employment or advanced academic studies sufficient for entry into a post-secondary institution.

The program which started in 1970, has been approved by the Syracuse Board of Education. The program is housed in three locations: Aloi Building (a former business building in the center of Syracuse) houses two tandem learning centers with a combined enrollment of 80 students; The downtown YMCA building houses an out-of-school center funded primarily by the Syracuse Model Cities Agency; and Washington Irving School Learning Centers offer a full secondary school program for 70 youth.

Center hours vary with student's needs. The Washington Irving Center is open from 8:00 a.m. to 4:30 p.m. while the Aloi Center, which serves a substantial number of

students working full time, operates from 8:00 a.m. to 6:30 p.m. daily and until 9:00 p.m. two nights each week. Pupils are expected to be present for individualized instruction two to three hours daily and to spend a minimum of 15 additional hours each week in training on-the-job, and/or in occupational and/or college preparatory programs. Student attendance is checked daily to insure successful involvement in the program.

Program Comparison

The program does not involve formal classes. Students spend considerable time working on individually prescribed learning packets in basic and life skill areas. Instruction in the life skill areas of social science, consumer education, science and health is largely focused on practical skills in addition to meeting the State mandates. The other half of each student's day is a program of school and community centered Career Education. A trained counselor designs each student program around the basic areas of career and self awareness, career planning and saleable skill attainment according to the individual needs of the student. Counseling is intensive and includes all aspects of the student's social and educational development. A student who satisfactorily completes the program receives a regular high school diploma from his home high school. The diploma is not granted until the pupil demonstrates at least a minimum ninth grade competency in the basic and life skills and he has acquired a saleable skill or is prepared for and has been admitted to a post-secondary institution.

Data for the 1972-73 school year include:

Total enrollment for year	176
Number successfully completing program	142
Number leaving program but remaining in school	5
Number leaving program due to transfer out of district	9
Number leaving school	23
Money earned by pupils	$84,630

Pupil Selection Procedure

Pupils may be referred by the home school, or may apply if they are dropouts. The criteria for selection are:

1. Two grades below grade norm in reading and mathematics;
2. Dropout or potential dropout;
3. Negative self-concept; no plans for the future;
4. Requires individual attention; and
5. Record of behavioral problems.

The pupils are largely inner-city youths. The ratio of boys to girls is approximately 2:1. Many of the pupils are from families of low socio-economic status.

Program Plan

A team of three professional educators, a vocational counselor, and two interdisciplinary teachers, coordinate the total educational program of forty pupils. Based upon diagnostic tests in basic and life skill areas, an individually prescribed program is outlined to improve each pupil's basic and life skills. A student progresses at his own rate of speed through the prescribed learning experiences leading toward the achievement of his long range goals. The pupil enters into a contractual agreement with the staff which outlines the pupil's responsibilities to the program and the staff's responsibilities to the student.

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Resources

Curriculum materials are being continuously developed and modified by staff.

Each teacher is a volunteer and has signed waivers for the teacher's union indicating approval of the working conditions and the hours of work.

Cooperative involvement of business and industry representing approximately 125 employers.

All public and private community agencies.

Post-secondary institutions such as Onondaga Community College, University College of Syracuse University and the Educational Opportunity Center.

Other Information

Available upon request from Mr. Brennan is a single copy of Case Studies in Practical Career Guidance Number 12. This 25-page booklet was prepared by the American Institure for Research under a contract with the U. S. Office of Education.

S.A.F.E. - Students and Faculty Educate
West Hempstead Senior High School
400 Nassau Boulevard
West Hempstead, New York 11552

Contact person - Paul Rappaport, Principal
Phone number - (516) 483-7363

Program Description

The S.A.F.E. program is designed primarily for pupils who are potential dropouts and who are not yet emotionally equipped to work in a normal school environment. Although the pupils may have special talents, most of them are not high achievers scholastically. Few pupils have present plans to pursue postsecondary education.

Pupils may enroll in or audit one or more classes in the regular school during the afternoon session.

Successful completion of the program as evidenced by the recommendations of the teachers involved and the approval of the principal leads to the awarding of a local diploma from the West Hempstead High School.

The program started in 1971 and has been approved by the Board of Education. It is mainly housed in three rooms at one end of a corridor of the West Hempstead High School. One home economics room is available each day for the first two periods. The gymnasium is also available. Outdoor playing areas are also used in good weather.

Pupils are usually not involved in special projects, but one pupil is doing independent reading in psychology.

The S.A.F.E. Program meets daily from 8:00 a.m. to noon. Attendance is taken daily at 8:00 a.m.

There are 56 boys and 31 girls enrolled. Grades 10, 11 and 12 are approximately equally represented.

Five teachers are assigned to the program: two on a full-time basis, one for 3/5 of the time, one for 2/5, and one for 1/5 time. The specialties of the teachers are mathematics, science, and home economics. Some volunteers devote a few hours weekly to assisting the regular staff. One of the full-time teachers has devoted her sabbatical year to studying alternative schools.

Some of the topics covered in the courses are: individualized mathematics, language, health, sculpture, social problems, postwar America, biology, cooking, ballet, and basketball.

Marks are recorded as PASS or FAIL. Scores on the S.A.T. and descriptions of the program are included with the transcripts of the few applicants for postsecondary education.

Program Comparison

The program differs from the regular program in that it is almost completely unstructured and meets officially only four hours daily.

Pupil Selection Procedure

Pupils are referred for consideration by guidance counselors, psychologists, or regular teachers. Pupils apply in writing to be enrolled in the program, and parents must give written approval. Applicants are selected after an interview conducted by the teachers and pupils currently involved in the program.

Program Plan

The program is planned primarily by pupils and teachers under the supervision of the principal and assistant principal. Parental involvement in planning is minimal, but parents exhibit considerable interest on parents' night.

Resources

The resources of West Hempstead Senior High School are used.

Westbury New School
c/o Post Avenue School
Post Avenue
Westbury, New York 11590

Contact person - Harvey S. Kulchin, Principal,
Westbury Senior High School
Phone number - (516) 334-8800

Program Description

The goal of this program is to use the virtually unlimited resources of the Long Island and Metropolitan areas to provide supplementary educational experiences for a cross section of secondary school pupils.

The program is designed for 50 pupils (currently 22 boys and 28 girls) who are in grade 12 and have completed at least 13 units toward graduation. All pupils are over 16 years of age. The scholastic achievements of the pupils cover a broad range. Approximately 30 percent of the pupils are black.

The school year is divided into four ten-week blocks. All courses are given as mini-courses. During each ten-week block, the pupil must select at least one mini-course in English, one in social studies and one in physical education. In addition he may choose from among the following: participation in projects which include assistance in area programs related to educational, social, and medical institutions, study at BOCES or institutions of higher learning; independent study; and (in rare instances) actual employment. Each pupil is allowed to take one course, such as science or stenography, in the regular school.

The school is housed in four rooms in the basement of a former elementary school located about 1/4 mile south of the senior high school. The pupils are instructed by three full-time volunteer teachers, as well as by part-time instructors. The evaluations are made every ten weeks and consist of three parts: the pupil's evaluation of himself, the teachers' evaluation of the pupil, and the employer's or supervisor's evaluation of the pupil's work performance. The pupil also prepares an evaluation of the teacher. Attendance at the Westbury New School is for four hours daily. Attendance at the outside institution or business is certified by the person in charge. Pupils successfully completing the program receive a diploma from Westbury Senior High School.

Program Comparison

The program differs from the regular program in the shorter period of required attendance at the school,

the greater informality within the classroom, and the larger number of mini-courses available.

Pupil Selection Procedure

The program is open to all seniors who apply. In the event there are more than 50 applicants, a lottery is held to determine admission.

Pupils and parents are briefed concerning the program. A pupil must apply in writing and parents must give written approval of the application.

Program Plan

The program is planned by the teachers and pupils under the supervision of the senior high school principal. The principal is credited with initiating the New School concept.

Resources

Pupils and teachers have available the considerable resources of the school district, a prorated share of special materials, and the facilities and personal assistance of neighboring institutions. The local school district prorates funds for equipment and supplies. Fund-raising events subsidize extra-school trips of an educational nature.

Community School
White Plains
250 Bryant Avenue
White Plains, New York

Contact person - John P. Garcia, Director
Phone number - (914) 946-9644

Program Description

The Community School of White Plains is an alternative program that was developed for a segment of the school population who identified themselves, or were identified by the professional staff, as being inadequately served in the regular school program.

At present the school has 110 students, grades 8-12, and is housed in classroom facilities provided by the Memorial Methodist Church of White Plains.

The school is staffed by four full-time teachers and three part-time teachers. In addition, there are some 50 volunteer teachers who offer courses in a wide variety of curricular areas that would ordinarily not be found in the regular school program.

Students at the Community School are offered a broad variety of academic and nonacademic courses leading to a diploma. All graduation requirements of the White Plains High School must be met, and diplomas are awarded from that high school.

The program and the general policies of the school are established cooperatively by the students and staff. All courses are elective and available to the students, irrespective of their grade level or previous preparation. The courses meet in a variety of locations within the community, including the regular schools,

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colleges, hospitals, professional offices, commercial establishments, and social and governmental agencies. Involvement with the community is an essential part of the program.

Program Comparison

The Community School differs from the regular school in that it provides a greater opportunity for the pupils to become involved in decisions relative to policy and curriculum. Further, each student must establish his own goals and must bear the responsibility for the achievement of these goals. The courses, instead of being offered only in the school building, are given in a variety of locations and are conducted on a different basis than in the regular school. The small size of the program produces a much greater individual pupil interaction with the professional staff.

Pupil Selection Procedure

Most of the students are volunteers who have requested parental permission, although a few students have been assigned to the program upon the recommendation of the regular school officials.

Program Plan

The program is planned jointly by the students and the professional staff. Planning is done in late May, June, and during the summer months. The staff does most of the organizational planning. The curriculum planning is done on the basis of student suggestions.

Resources

A wide variety of school and community resources are used by the program, including regular schools and community facilities, including hospitals, libraries, business offices, social agencies, and industrial plants.

Other Information

The Community School is regarded as only one of a variety of alternative programs available in the White Plains School District. All of the programs collectively are referred to as the Alpha Programs.

Evander Childs High School Alternative School
800 East Gun Hill Road
Bronx, New York

Contact person - Irving Sunshine
Phone number - (212) 547-0720

Program Description

The Evander Childs High School Alternative School provides a basic high school curriculum with strong emphasis on reading and mathematics. A multimedia approach is used in developing basic student skills. There is individualized instruction, work experience opportunities and career training.

Program Comparison

This program differs from the regular high school program by providing flexible scheduling, small classes, and opportunity for a close student-teacher relationship.

Pupil Selection Procedure

Many of the students enrolled were former underachievers and/or truants.

Program Plan

Program planning is strongly responsive to school administrative policies at present. Cooperative planning by students, parents, and staff is developing. Classes are held in a suite of rooms within the parent school. Weekly faculty meetings are held and inservice workshops have had a positive effect.

Resources

This alternative school is budgeted at the New York City formula. Students are able to use all of the resources of the main school including multimedia materials, library, etc.

Morris High School Alternative School
161st Street and Boston Road
Bronx, New York 10458

Contact person - Dennis Dunayer
Phone number - (212) 542-7515

Program Description

The Morris High School Alternative School provides a program with flexible scheduling, small classes, close student relationships and a feeling of student-student, student-faculty empathy. An attempt is made to develop an educational program in which learning becomes an exciting experience. 175 high school youth are involved in a program with a strong music orientation and an emphasis on skill development in reading and mathematics. The program is strong, individualized and student progress is continuous.

Program Comparison

The major strengths of this program are the small classes, the flexible scheduling and close student-teacher relationships. The school is housed in a former infirmary. A large room and several small rooms are used for instruction.

Pupil Selection Procedure

The prime focus is on students with an interest in music. Many of the students now enrolled have demonstrated prior truancy or extreme boredom with the regular program in their home high school. Some of the students who were underachievers are now working at increasing capacities.

Program Plan

Students, parents, and staff have the opportunity to participate in program planning.

Resources

The Morris High School Alternative School is financially supported on the basis of New York City formula. No additional funds are allocated. Professional musicians are used as both performers and lecturers and extensive use is made of multimedia materials.

Bed-Stuyvesant Academy - Boys High School Alternative School
New York City Central Board of Education - Division of High Schools
1147 Bedford Avenue
Brooklyn, New York 11227

Contact person - Tom Turner
Phone number - (212) 789-0327

Program Description

The Bed-Stuyvesant Academy of Boys High School has a strong drama program and a basic high school program with emphasis on reading and mathematics. The school has a strong college preparatory program. 100 pupils are enrolled working with a staff of six full-time teachers.

Program Comparison

This school has a close student-teacher relationship. There is individualized instruction within small classes. Drama classes use a "method" approach and work with adult drama groups.

Pupil Selection Procedure

Many of the students now enrolled in this school have shown underachievement in previous schools. Some students now enrolled have had a history of school truancy.

Program Plan

The present program shows school administrative influence with cooperative planning by pupils, parents, and staff.

Resources

The school is financed at the New York City formula with some Urban League financing. The school is located within church property and consists of one large main room and five smaller rooms. City resources are used for job training and participation in, or observation of, dramatic arts presentations.

Bushwick High School Alternative School
New York City Central Board of Education - Division of High Schools
400 Irving Avenue
Brooklyn, New York

Contact person - Harold Kline
Phone number - (212) 967-7100

Program Description

This is a continuous progress program providing students with a basic high school curriculum with strong emphasis on reading and mathematics. Long-range and short-range goals are part of an individualized format. 75 students are presently enrolled. The teaching staff consists of four full-time teachers with a school psychologist, guidance personnel, and a school nurse teacher available.

Program Plan

The present program shows a strong administrative influence with cooperative planning with staff, parents, and students.

Resources

The Alternative School of Bushwick High School is situated in a suite of rooms located within the main building. The cost effort is based on the New York City formula.

Other Information

Multimedia, libraries, and city resources relating to job opportunities have been and are being utilized.

City-AS-School
131 Livingston Street
Brooklyn, New York

Contact person - Frederick J. Koury
Phone number - (212) 858-1004

Program Description

City-AS-School is a high school alternative program which was planned by students and teachers. Many of the learning units developed collaboratively utilize commercial institutions throughout the city – banks, museums, libraries, and cultural institutions of all kinds. Students enrolled in the program are free to elect those courses which are of greatest interest to them. A basic activity period of 9 weeks is standard but each "course" may require different hours. The 10th week of each cycle is devoted to guidance and counseling, testing and preparation for the next cycle.

Program Comparison

Approximately 200 students are enrolled in the program at the present time. Five full-time teachers are employed. A full-time guidance person is available and a school psychologist is on call.

Pupil Selection Procedure

Students enrolled desire to merge learning and experience more closely in an atmosphere that encourages their help in planning the learning activities. Students may return to the school from which they have come should they wish to do so.

Program Plan

Much of the program planning is done on a cooperative basis with in-puts from staff, parents, students, and cooperating businesses and industries.

Other Information

The program was awarded a Ford Foundation Grant.

Attendance records are carefully kept and progress and attendance reports are sent to a students own school.

Diplomas are granted by the students' home school.

High School Redirection
315 Berry Street
Brooklyn, New York 11211

Contact person - Ms. Dorothy Joseph, Director
Phone number - (212) 384-1363

Program Description

This is an alternative high school which is geared to students requiring redirection of their educational and vocational goals. This year-round program is

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characterized by an alternate week work-study format providing academic training, in-depth counseling and remediation combined with job and career orientation.

On-the-job work continuity is maintained by a weekly rotation of students.

Pupil Selection Procedure

Approximately 250 pupils over sixteen years of age are enrolled. Students over 16 may be referred by their school guidance counselor.

Program Plan

The alternate week work-study format permits two groups of students to make optimal use of the school and work experience program. Employers have a continuity of their work force, and the school has a continuity of students in attendance. Classroom theory and practical on-the-job work experiences have a reenforcing effect on student progress and achievement.

Resources

The school utilizes 10,000 square feet of a 7th floor factory loft formerly used for executive offices.

Teacher Information

In-Service-College Courses-Weekly faculty assessments at faculty meetings. Rap sessions with students. One psychologist on call, two full-time guidance teachers — all teachers do counseling.

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P.M. High School at George Westinghouse
105 Johnson Street
Brooklyn, New York 11201

Contact person - Howard Schnell
Phone number - (212) 522-2542, 2534

Program Description

The P.M. High School at George Westinghouse permits students to earn the regular high school diploma from their home high school work oriented program. Morning sessions provide time for occupational learning activities or work. Afternoon sessions provide regular academic subject matter plus work related learnings.

Pupil Selection Procedure

Students who have previously completed grade 9 are recommended to the program by their counselor and who can profit from a combination of informal learning conditions, smaller classes, and more individualized instruction together with a work oriented program.

Program Plan

The mornings are spent in out-of-school occupational learning activities or work. The in-school activities in the afternoon include work related to the occupation as well as the regular academic subject matter. Independent study is also featured. Students earn the regular high school diploma granted by their home high schools.

Resources

A special suite of Westinghouse Vocational high schools and shops.

Teacher Information

Licensed Staff — 4 full-time teachers, others as needed from high school staff. Psychologists on call, 1 part-time guidance teacher, and 1 part-time nurse teacher.

John Dewey High School
50 Avenue X
Brooklyn, New York 11223

Contact person - Sol Levine, Principal
Phone number - (212) 373-6400

Program Description

When John Dewey High School opened in September 1969, it represented a major departure from the traditional New York City high school. The blueprint for Dewey, drawn up by a committee of New York City educators, envisioned a new school with distinctive characteristics:

> *It abolishes grade levels, discontinues the Carnegie Unit as a measure of progress, breaks the five-period-per-week lockstep, abandons the distinction between major and minor subjects, provides instruction in practical arts for college-bound youngsters, incorporates extra-class activities into the curriculum, involves the classroom teacher in guidance, utilizes new methods and modern technology to supplement conventional instructional procedures, and makes use of a longer school day.*

This blueprint became the basis upon which the educational program of the school was structured. A significant feature of the design was the elimination of tracking or homogeneous grouping. Inherent in the program are some of the goals of the school:

- Program flexibility designed to enable students to learn at their own rate and in accordance with their potential and capabilities.
- A vast array of course offerings designed to meet the needs and interests of students on all ability levels.
- Individualization of instruction and a serious attempt to avoid the impersonalization of large, overcrowded schools.
- The development of a sense of self-reliance and increased student responsibility.
- Encouragement of independent study and the ability to learn outside of the formal classroom.
- Teacher and student involvement in the development of the educational program.
- Decreased emphasis on numerical grades and concentration on the concept of learning and mastery.
- Increased student involvement in co-curricular activities.

Program Plan

From an organizational point of view the essential ingredients in the Dewey program include the following:

- AN EIGHT-HOUR DAY. Teachers and students have an eight-hour day with approximately 25% (varying with the daily schedule) of the student's day spent on independent study.
- INDEPENDENT STUDY. The independent study program is nondirective. Students have the option of going to department resource centers, using the

school library, involving themselves in club activities (built into the school day), or relaxing on campus grounds.

- DISKS. The DISK (Dewey Independent Study Kits) program is the highest level of independent study. DISKs are self-contained courses taken outside of the formal classroom. Department advisors are available to help and guide students working on DISKs. Students can get course credit by passing examinations (written, oral, or laboratory) designed to determine mastery in a DISK.

- FLEXIBLE MODULAR SCHEDULING. The eight-hour day is broken into 20-minute time periods, better known as modules. Courses can be programmed to meet for two, three, or more modules.

- CYCLICAL PROGRAMMING. The Dewey year is divided into five seven-week cycles with an optional sixth summer cycle. Students are reprogrammed every seven weeks. Courses are designed to last for one, two, or more cycles.

- A BROAD ARRAY OF COURSE OFFERINGS. The mini-terms facilitate the development of an unusual number of course offerings in all subject areas. Thus, a student can select those courses of interest to him. To assure a "balanced diet," Dewey students must meet the minimum requirements established for all New York City high school students.

- AN EXTENSIVE GUIDANCE PROGRAM. There are full-time counselors with a student load of 300 each. This enables counselors to provide omnibus counseling -- educational, vocational, and college counseling.

- INTRAMURAL SPORTS PROGRAM. In accordance with the Dewey philosophy of maximum student involvement and mastery, there is an extensive intramural sports program. The intramural program involves all aspects of physical education -- gymnastics, track, wrestling, football, basketball, etc. The entire program grows out of the many electives offered in the Physical Education Department.

In accordance with the mini-term organization, courses are organized on the basis of seven-week terms (cycles). Progression from phase to phase depends upon tested evidence of mastery.

Students receive four basic grades:

M (for mastery) -- indicating sufficient mastery to move into the next phase of work.

R (for retention) -- indicating need to repeat the course due to a failure to achieve mastery.

MI (for mastery in independent study) -- indicating mastery in the DISK program.

MC (for mastery with condition) -- indicating marginal mastery with specific areas of weakness.

The Pacific - Alternative High School
112 Schermerhorn Street
Brooklyn, New York 11201

Contact person - Harold Lenkin
Phone number - (212) 855-7107

Program Description

Mostly high school equivalency

Pupil Selection Procedure

Mostly high school equivalency

Program Plan

This Alternative High School is independent of any high school. Most of the 200 students are working toward the high school equivalency examination. However, a nuber of students are taking some courses they need to receive a regular day school diploma from their home school. These students remain on the registers of their home schools.

Resources

The school is now located in the building formerly occupied by The Brooklyn Friends School.

Haaren High Mini-Schools
899 Tenth Avenue
New York City, New York 10019

Contact person - Bernard V. Deutchman
Phone number - (212) 265-4160

Program Description

Haaren High School is a complex of 11 mini-schools housed in one central building, each consisting of about 150-200 students, approximately 7 teachers, and an innercity-oriented streetworker. Each school is semi-autonomous having its own coordinator and advisor, student counsil, lounge, and curriculum. The various curriculums have been designed by the staff and students so as to fit the needs of the students involved. Many of the programs are industrial arts-oriented, but are not on a vocational level. Students entering Haaren fill out special applications requesting a particular mini-school, but may request transfer at the end of any academic year. The following mini-schools were operating in the 1973-74 school year:

Automotive — A two-year program starting in the 10th grade. The first year consists of an introductory course in shop supplemented by academic courses covering the history, nomenclature, and technical problems of the automobile. The second year consists of a course "The Business of a Service Station." A full high school correlated program in English, mechanical drawing, social studies and science is provided.

Aviation — A three-year program beginning with shop training in aviation woodwork and metalwork, and advancing through basic aircraft powerplants and accessories, modern aircraft powerplants and components, pre-flight, and aviation electronics. It is intended to prepare students for further education in aviation-oriented institutions and/or employment in the aviation industry. Intensive instruction is provided in English, mathematics, mechanical drawing, and related technical areas.

Careers — A program designed for 10th grade to provide students with detailed exposure in the areas of communications, business, professions, health, transportation, and civil services. A correlated approach is used in the areas of English, social studies, and mathematics.

College Bound — This is a special program which is Federally funded and which provides special allotments for tutors, summer program, small classes, and counseling services. The program is open to entering 9th and 10th year students with academic potential and need for basic skills remediation. Opportunities exist for cultural experiences, group programming, flexible curriculum, and extra help in language arts skill development.

Cooperative-Business — This is a cooperative work-study program for 11th and 12th graders with alternate weeks spent in school and employment. Employment is secured through the Board of Education and intensive work is done in the development of basic skills and in the areas of vocational and individual guidance.

English as a Second Language — This mini-school has two basic goals — to provide intensive language learning through an interdisciplinary approach of multi-media techniques and to help each student understand some of the societal problems inherent to city life.

Haaren Prep — Haaren Prep is designed to allow each entering ninth year student to realistically assess his own abilities and interests and to choose the appropriate tenth year mini-school. Through the use of video equipment, reading machines, special materials, and individual consultations, the student will be guided to the understanding of his need for improvement of reading and mathematics skills, to work harmoniously in groups, and to explore vocational options.

High School Equivalency — The high school equivalency mini-school provides students of 17 years of age and over with one-or two-term programs which prepare them for the high school equivalency examination. Work is done in the following areas: reading comprehension, computational skills, problem solving, and critical thinking. There is group and individual guidance available which helps train for citizenship and provides vocational counseling.

Pretechnical — A three-year course of study designed specifically for students who have interest in a technical career. In grade 10, the program consists of an intensive remediation in English and mathematics, an electrical shop, mechanical drawing, and related technical instruction. In grade 11, the program divides into a vocational and technical-college bound track. The vocational student specializes in small appliance repair and correlated courses. The college-bound student takes technical shop courses in plastics, metalworking, and woodworking plus regular college preparatory courses in English, mathematics, physics, and chemistry. In the senior year both tracks are continued with the vocational student specializing in major appliance repair and the college-bound student specializing in electronics.

Senior — The Senior mini-school is designed to accept and support those students who are not prepared to make career commitments; or who have not indicated or demonstrated career choices specific enough for enrollment in other mini-schools. It will also accept and support students who have not fully committed themselves to college, or who have been dropped from the "College Bound" program. The Senior mini-school offers a variety of courses including photography, ceramics, major art, and chess.

Special Education — The Special Education mini-school is designed to serve as a bridge between schooling and the every day world of work. Students are brought face-to-face with the many aspects of choosing, getting, and holding a job. As a means of helping the student to meet these goals, several out-of-school programs have been set up. A student will actually do volunteer work in a Government hospital and have a short, paid, sojourn (two weeks) in a factory.

As a correlation of attaining these goals, the student will have increased his reading and arithmetic skills as well as his understanding of his role in the society in which he lives.

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Harlem Prep
2535 8th Avenue
New York City, New York

Contact person - Edward Carpenter
Phone number - (212) 234-2349

Program Description

Harlem Prep has recently changed from a private school to a public school. The school provides a strong college preparatory program with unique opportunities for Black and Spanish surnamed youth. The school provides a comprehensive academic program with open education opportunities, individualized instruction, and a meaningful empathy between teachers and students. School resources include multi-media materials, a fine library and preprofessional experience possible at the Harlem Hospital for those who are interested in medicine or medically oriented careers.

Students have opportunities to participate in special seminar sessions with leaders in medicine, business, commerce, and industry.

The present facilities include small rooms, office space, and one large open room which are housed in a converted supermarket.

Program Comparison

The school has a staff of 28 which includes 16 teachers, paraprofessionals and community volunteers.

Seward Park Educational Alternative Program
5th Floor, 140 Nassau Street
New York, New York 10002

Contact person - Mrs. Joan McCafferty, Assistant Principal, Robert Kurlie, Teacher-in-Charge
Phone number - (212) 233-2140

Program Description

The Seward Park Educational Alternative Program is designed to provide an educational opportunity for those boys and girls who could not accept the traditional high school program and who as a result dropped-out or were consistently truant from school. The students are recruited by referrals from guidance counselors or by students already attending the program. Classes are small in comparison with the traditional program and carry a great deal of informality with a close relationship of students and teachers. There is a great deal of individualized instruction provided, especially in basic skills. This program has an ESEA Title I funded reading project which has more than met its objectives this past year. The program is beginning its third year of operation and is now on a stable course, after two years of

challenge and frustration. There are 250 students participating in this program on a double session, half in the morning and half in the afternoon.

Resources

The school is contained in one full floor of a business building at 140 Nassau Street.

Hillcrest High School Alternative School
160-05 Highland Avenue
Jamaica, New York 11432

Contact person - Al Zachter
Phone number - (212) 739-4734

Program Description

Hillcrest provides programs that will challenge and motivate youngsters with varying interests, aptitudes, and skills. The Hillcrest Annex serves as an alternative educational setting for students who have histories of truancy and nonperformance in school. The program, called RRR (Reinforcement, Redirection, and Return) provides personalized instruction and remediation for these students. Using a wide variety of media, workbooks, and offering a great deal of individual attention, the staff encourages students to develop positive habits and attitudes toward school and, eventually, return to the main building which serves an integrated population coming from a wide range of social, economic, and ethnic backgrounds. The school provides college preparatory programs, enrichment and reinforcement, independent study, advanced placement, and field-work experiences, as well as career sequences. In addition to the wide variety of course offerings in school, out-of-school experiences are provided for all students who indicate interest in the field work program. Full course credit is given for a cycle spent in the community working in governmental agencies, museums, hospitals, businesses, and industry. Further opportunities are provided through contract independent study programs.

John Bowne High School Alternative School
63-25 Main Street
Flushing, New York 11367

Contact person - Mrs. Helen Kiok
Phone number - (212) 263-1919

Program Description

The John Bowne High School Alternative School has a student enrollment of 150 and a staff of 8 full-time teachers. A basic yet comprehensive high school curriculum is maintained with strong emphasis on reading and mathematics. The program has flexible scheduling and small group or individualized instruction with close relationships between students and staff. Many of the students now enrolled have had histories of underachievement, truancy, or a turned-off attitude. Programs are cooperatively planned by staff, parents, and students. Career training and continuous progress achievement programming have helped many students obtain a meaningful education experience.

Auxiliary Services for High Schools
New York City Board of Education
Program Headquarters
198 Forsyth Street
New York, New York 10002

Contact Person - Seymour Weissman, Project Director
Phone Number - (212) 673-8254

A.S.H.S. CENTERS

MANHATTAN

198 Forsyth Street - Day Center - Administrative Office
Brandeis High School - Evening Center
Julia Richman High School - Evening Center
257 West 93rd Street - Day Center
Junior High School #117 - Evening Center

BRONX

Taft High School - Evening Center
Roberto Clemente School - Day Center

BROOKLYN

Maxwell Vocational High School - Evening Center
Prospect Heights High School - Evening Center
65 Court Street (Ebbetts Field) - Day and Evening Center
Junior High School #180 - Evening Center

QUEENS

Jamaica Vocational High School - Day and Evening Center
Junior High School #10 - Evening Center

STATEN ISLAND

Curtis High School - Evening Center
New Dorp High School - Evening Center

Background

The Auxiliary Services for High School program was initiated in 1969 and grew out of the New York City Board of Education's recognition of its responsibilities to those students who were unable, for various reasons, to complete their education within the regular school system. The program's original objectives involved providing early school-leavers with basic education, remediation, job counseling, and job placement. The program has expanded from the two original evening centers to the combination of 15 day and evening centers listed above.

This major alternative program annually serves some 14,000 full and part-time clients with an average daily attendance of 4,000. School leavers make up 88% of the total population, and about 70% of the total are blacks and Spanish surnamed Americans.

The A.S.H.S. program has been supported largely by State funds through the Office of Urban Aid to Education. The Board of Education has supported the program by providing the equivalent of 15 1/2 full-time teachers. The 1972-73 per pupil costs totaled $630 from Urban Education and $134 from the Board of Education for a total per pupil cost of $764.

Goals and Objectives

The goals of the program are:

1) to provide immediate help for school leavers at the point at which they leave school so that they can enter the labor market at the highest possible level, while continuing their efforts to upgrade their skills on a part-time basis

2) to remotivate school leavers to take advantage of educational resources that are available to them so that they can move upward on a career ladder

3) to provide an additional capability to link the school leavers with ongoing community and educational training programs

4) to make the school leaver aware of the community, city, state and federal resources that are available to him

The program's objectives are listed as follows:

1) As a result of participating in the program, students who drop out of school will know that there are educational options available, and that the Board of Education feels the responsibility for providing the bridge between school and the world of work.

2) As a result of the program, 70% of the clients who have been recruited by the program will participate in one of the services offered by the Auxiliary Services for High Schools program.

3) As a result of the job placement program, all clients who participate will be given the opportunity to advance upward on a career ladder as is indicated by a change in job status or salary.

4) As a result of the placement program, one-third of all new clients, who at entrance to the program are unemployed, will be gainfully employed.

5) As a result of the remedial reading program, 50% of the clients enrolled will increase their reading grade level by 2 months for every month they are in the program as measured by the Metropolitan Reading Test.

6) As a result of the remedial arithmetic program, 50% of the clients enrolled will increase their arithmetic grade level by 2 months for every month they are in the program as measured by the New York State Arithmetic Computation Test.

7) As a result of the program, 50% of those clients taking the high school equivalency examination will pass.

8) As a result of the program, 65% of those clients who enroll in the typing classes will know 95% of the keyboard and type a minimum of 15 words per minute after 2 months in the program.

9) As a result of the program, 25% of those clients who have some typing skills will be able to type a minimum of 30 words per minute after 2 months in the program.

10) As a result of participation in the program, 50% of the non-English speakers will improve 2 levels on a modified version of the Experimental Scale for Rating Pupils' Ability to Speak English.

11) As a result of the program, 50% of the clients will show a positive change in attitude as measured by an attitude survey.

12) As a result of the program, a minimum of 1,600 clients will be placed in gainful employment during the twelve (12) month period.

Program Description

The program tries to achieve its objectives with the use of any number of different approaches. No attempt is made to prescribe required levels of achievement for entering students; the intention is to meet each student on whatever is his present level of achievement and to make available to him various avenues for improving his level. Particularly important, is that the program tries to avoid the strict traditional formal authoritarian approach which is often repulsive to so many students, in favor of a more relaxed, flexible, informal approach, with an emphasis on a positive personal relationship between the professional staff and the students.

The three major activities of the centers are counseling, job development and placement, and a program of basic education.

- Counseling:

The program uses a multi-faceted and varied combination of major components, tailored to meet the needs of the enrollee to be served. Counseling is one of the major components where the enrollee is given assistance in planning and determining some immediate and long-range goals.

Each enrollee is assigned a counselor upon entering the program. This counselor maintains close contact with the enrollee throughout the enrollee's stay in the program to advise him of all the available activities, counsel him in his areas of interest, and to provide guidance in helping to launch a course of improvement in his social, educational, vocational, and employment career.

- Job Development and Placement:

The basic counselor-counselee arrangement is augmented by the addition of a specialist as job developer and placement counselor. This added counselor helps provide a much better capability to arrange for meaningful employment and vocational careers for counselees through his expertise and direct contacts with businesses and other training programs. Wherever possible, it is the plan to have the enrollee in meaningful employment while he continues to be strengthened on a career grid while attending the counseling and educational components in the program.

- Basic Education:

To support the counseling and placement activities, the program has a broad basic education component which provides the kind of help most of the enrollees need to advance in a vocational career and to complete their secondary education. The education component offers the following:

Reading improvement and remediation
Math improvement and remediation
English as a second language for those who are non-English speaking. (The program has a separate bi-lingual unit to help prepare those whose native tongue is not English, to become proficient in two languages.)
High School Equivalency Preparation (G.E.D.)
Typing and other business education. The students are placed in one or more of these subject activities at any time of their entrance into the program. Each student progresses at his own rate and is supplied with a variety of teacher-made and other standardized educational materials.

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The teachers, assisted by a corps of aides, provide the instruction in a number of academic disciplines. The aides are referred by the communities and colleges in the city and are screened and selected by the professional staff. Different instructional approaches are employed, with emphasis placed on individual and tutorial instructions.

Pupil Selection Procedure

Prospective participants in the program come from any number of sources. Some are referred by school superintendents, principals, and other school personnel; some come from community, social, and other service agencies, as well as those sent by the private business sector. The greatest source of referrals, however, come from the students in the program who have been so satisfied with the service they received that they eagerly recruit their other friends who might need help.

No appointment needs be made to any of the centers in the program. The person merely visits any of the centers most convenient to him and service is provided.

Accomplishments

The program has exceeded its expected enrollment by several thousands in every year. The counseling component has assisted numerous former school drop-outs in developing positive attitudes and to become more productive citizens through constructive, meaningful employment. The job placement expectation has been surpassed in every period. In 1972-73 about 1,900 job placements were made.

Each educational unit has been responsible in helping many of the students to reach exemplary heights of achievement. Some students are able to return to the regular day school program after only a brief adjustment period with the Auxiliary Services for High Schools. In each succeeding year the number of students that received a high school equivalency diploma has increased significantly. In 1972-73, over 1,400 students obtained an equivalency diploma. In addition, 463 students earned high school diplomas, 625 students were placed in college, and 1,311 in other agencies for further education.

Other spin-off activities of the program include, development of special programs for other agencies, such as the Veterans Administration, (874 recent Armed Forces veterans were serviced in 1973-74), Youth Service Agency, Mobilization for Youth, New York City Housing Authority, Immigration Department, Social Service Department, New York Urban League, etc.

Project Advance
A Cooperative Education Project of the
Center for Instructional Development
Syracuse University
115 College Place
Syracuse, New York 13210

Contact person - Dr. Robert E. Holloway,
Associate Project Director

Phone number - (315) 423-2404

Program Description

Project Advance is a pilot program designed to provide a bridge between high school and college. Begun in the Spring of 1973 with five cooperating school districts in the environs of Syracuse — East Syracuse-Minoa, Fayetteville-Manlius, Jamesville-Dewitt, Liverpool, Syracuse City, and Lewiston-Porter in Niagara County — the program offers high school students the opportunity to do college level work and earn regular Syracuse University credit which may be transferable to any other accredited institution. The program permits students to earn regular high school credit on-site in their home schools during the normal high school day. The courses are taught under the direct supervision of University faculty by specially selected and trained high school teachers as part of their regular teaching load. The courses available in 1973 were Communications, Drugs in Perspective, Psychology, Human Values, and English. Teachers, identified and recommended by the local school districts, were trained during the summer of 1973 to become familiar with the rationale and content of the new courses which were elected by the local school districts for inclusion in the fall curriculum offerings. Included in the summer workshops were the introduction of a variety of instructional materials, and the exploration of methods for adapting them for use by high school students within the framework of a particular local high school setting.

During the first year of operation, some 41 high school teachers were trained, and 600 high school students availed themselves of the opportunity to be credited with 3000 college credit hours.

Resources

Instructional materials were developed specifically for this program by the Syracuse University Center for Instructional Development. The Center, in addition to training the high school teachers in the summer, provides on-site consultation to each of the teachers throughout the school year, and group sessions of teachers of each course are held to assess student and program progress and to discuss problems and cooperatively develop solutions and alternatives.

Pupil Selection Procedure

Local school staff have full responsibility for screening students for admission to the courses. Students wishing to take courses for college credit pay a $50 fee to Syracuse University-Project Advance, but no student is denied admission to the courses if he wishes to take the course on a noncredit basis. The initial group of cooperating districts provided scholarships to cover the fees of those students wishing to take the course for college credit, but who were unable to budget the fee.

Program Plan

Comprehensive evaluation has been undertaken, to insure quality and appropriateness of all of the course offerings. During the evaluations it was determined that the Communications course needed modification and was dropped from the offerings. Additional evaluation activities, to be consummated in July of 1974, are

concerned with the effects of the college-level participation on student attitudes and aspirations.

A student may receive two grades in a course, one for the high school record and one for the college record. The college grade is determined on the same basis as that of any other college student, and university faculty assist in the assessment of examinations to determine that evaluation of the high school student performance is equivalent to that of the college freshman taking the same course. In some courses, such as Psychology, identical examinations are given to both groups of students.

Program Expansion

During 1974 the program is being expanded to include some 37 new school districts located in or near Buffalo and the Capital District, and on Long Island, as well as 22 additional school districts around Syracuse. It is expected that some 3000 high school students will become eligible for college credits in the expanded program. New course offerings will be piloted in the 1974-75 school year in addition to the five already piloted and found acceptable during the previous year.

The data information sheet on the following page is provided as a guide to the kind of information that can be classified by school type, grade, and program. Information supplied to the Department on alternative programs can help provide other schools with meaningful directions for experimental change. The program description, program plan, and available resources should be included. The written description may be organized under the same headings used in the catalog as shown in the block at the right of the sheet.

POST OFFICE (CITY/TOWN/VILLAGE)_____ ZIP CODE_____ COUNTY_____

SCHOOL DISTRICT_____

SCHOOL SUPERINTENDENT _____

SCHOOL_____

ADDRESS_____ ZIP_____

CONTACT PERSON_____

PHONE_____

STUDENTS

- . GRADE OR PROGRAM_____
- . AGES_____
- . NUMBER ENROLLED_____

TEACHERS

- . SPECIAL TRAINING_____
- . NUMBER WORKING ON THIS ASSIGNMENT (FULL/PART TIME) _____

SPECIALIZED PERSONNEL

- . PSYCHOLOGISTS_____
- . GUIDANCE_____
- . NURSE TEACHERS_____

SPECIAL TRAINING OF TEACHERS_____

_____

FACILITIES_____

_____

COST EFFORT_____

VISITATION POLICY_____

Program Description

What are the goals? How does the program attempt to achieve its objectives?

Program Comparison

How does the program differ from the regular program?

Pupil Selection Procedure

How are pupils selected for this program?

Program Plan

How was the plan developed? Who participated in the planning?

Resources

What special resources - funds, personnel, facilities - are involved?

Other Information

What other unusual characteristics or features does the program have?